**Name - \_\_Angie Radloff\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Identify key questions you might use in your coaching conversation.*

|  |  |
| --- | --- |
| **Key Areas** | **Observation Notes** |
| * Type of Coaching Conversation * Directive/ Instructional * Collaborative * Facilitative/ Supportive | * Which type of Coaching Conversation is being planned?   Facilitative / Supportive |
| * Purpose of the Coaching Conversation | * Plan the conversation the high school principal needs to have with a second year teacher who will need an additional year of mentoring and stay on the beginning teacher license. |
| * ***O****bjective Questions* * The “what” * Invitation to the conversation | * In what specific areas does this teacher need to improve? * What evidence do you have at this point? * What will an additional year as a beginning teacher accomplish? * What conversations have you already had with this teacher? Documented? |
| * *Reflective Questions* * The “what about the what” * Emotional | * How do you think this teacher will react? * What concerns do you have about it? * How will you respond? |
| * ***I****nterpretive Questions* * The “so what” * Brainstorming | * Brainstorm: What evidence do you have at this point? What evidence do you need? What will that look like? |
| * ***D****ecisional Questions* * The “now what” * Identifies specifics “next steps” to be taken | * What can I do to support you? * What support would you like for the teacher and/or the teacher’s mentor? |
| * *Based on the Decision, what are the responsibilities of the administrator?*   *This area will be completed after the conversation – to summarize the “next steps” of the administrator.* | The principal will need to increase the frequency of observations and be more visible in the classroom.  The principal will need to communicate these concerns and what he would like to do to the superintendent. |
| * *Based on the Decision, what are my responsibilities?*   *This area will be completed after the conversation – to summarize the “next steps” and responsibilities of the coach.* | * To offer support to the principal. * To offer support to the teacher if requested. * To offer support to the mentor if requested. |

**Reflection on the Coaching Conversation**

**Name: *Angie Radloff***

**Date:** *January 27, 2010*

**Type of Coaching Conversation: Facilitative/Supportive**

**Reflect on the coaching conversation you completed with the administrator:**

**What impact did planning for the conversation, including the development of the ORID questions, have on the coaching conference itself?**

Planning the conversation helped immensely to keep the conversation moving towards the concrete identification of the areas in which the teacher needs drastic improvement. It also assisted in developing how to communicate this information effectively.

**What was most challenging for you during the conversation? Most pleasing?**

The biggest challenge was continuing to facilitate and help the principal move away from “I just know he is weak” to actual, observable evidence.

It was most pleasing when the principal finally started to identify areas that can be documented. Once he started, he was able to identify numerous methods of documentation.

**What might be some things you would do differently/the same in your next conversation?**

I’m not sure if I would have shared my own observations of this teacher gathered through IPI walkthroughs. This teacher and his class was totally disengaged for each of the initial walkthrough of our IPI dates, but was engaged during the rest of each IPI day. I felt this showed that the teacher was capable of teaching and engaging students when he knew he was being watched. However, since IPI is not to be used as an evaluation tool I hesitated to share my observations with the principal.

**What techniques will you specifically address in your next coaching conversation?**

Brainstorming.